

Title: Who Wants to Be a Thousandaire?

Brief Overview:

This unit focuses on building understanding of place value with four-digit numbers. The lessons and activities are designed to strengthen number sense to the thousand's place and the relationships between digits. During the unit, students will earn play money in intervals of 10's and 100's for work completion, participation, and positive behavior. Each student's goal will be to earn \$1,000 by the end of the unit and become a "Thousandaire."

NCTM Content Standard:

Numbers and Operations

- All students should understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.

Grade/Level:

Grades 3-4

Duration/Length:

Three 60 minute lessons.

Student Outcomes:

Students will:

- Identify the place value of a digit in a whole number.
- Compare, order, and describe whole numbers with or without using relational symbols ($<$, $>$, $=$)

Materials and Resources:

- \$10 template
- \$100 template
- *Thousandaire Record Sheet*
- Baggies for students to hold their money
- *I am a Thousandaire!* Certificate
- 0-9 digit cards
- Four-digit number cards

Day 1

- *Who Wants to be a Thousandaire?* Pre-assessment
- *Who Wants to be a Thousandaire?* Pre-assessment answer key

- Blank hundred's chart (10 copies needed)
- *Time to Change a Digit*
- *Time to Change a Digit* answer key
- *Time to Change a Digit* enrichment
- *Time to Change a Digit* enrichment answer key
- *Time to Change a Digit* reteach
- *Time to Change a Digit* reteach answer key
- *Value of Digit* assessment
- *Value of Digit* assessment answer key

Day 2

- *Guess my Number*
- *Right on the Money!*
- *Who has More?*
- *Who has More?* enrichment sheet
- *More or Less?* evaluation
- *More or Less?* evaluation answer key

Day 3

- *Make 1,000*
- Baggies or envelopes for each small group containing four-digit number cards
- *Time to Order Up*
- *Time to Order Up* enrichment
- *Time to Order Up* reteach
- *Time to Order Up* answer key
- *Ordering Numbers* evaluation
- *Ordering Number* evaluation answer key
- *I am a Thousandaire!* Final evaluation
- *I am a Thousandaire!* Final evaluation answer key

Development/Procedures:

Who wants to be a Thousandaire?

- Before beginning the unit, tell the students they will be playing “Who wants to be a Thousandaire?” This activity will reinforce their understanding of 1,000. Students will earn money for completing their work, participating, or anything else you deem worthy. You are the banker and can distribute money at any time.
- Provide students with baggies to hold their money (you may want to give each student \$50-\$100 to start), and a copy of *Who wants to be a Thousandaire?* record sheet. At the end of each lesson, students should count their money and record their totals.

- Distribute money throughout the unit with the goal of giving each student between \$200 and \$400 each day. At the end of the unit, students that have earned \$1,000 or more receive the *I am Thousandaire!* certificate.

Day 1

Pre-assessment

- Provide each student with a copy of the pre-assessment, *Who wants to be a Thousandaire?* Allow all students to finish. An answer key is provided.

Engagement

- Ask the class, “When might you have 1,000 of something?” Tell the students to discuss this question with a partner for about one minute. Then, have students share their responses to the whole group. Record the students’ answers on chart paper. Sample responses include:
 - Money
 - Grains of rice
 - Hairs
 - Candy or coins in a jar

Exploration

- Tell the students that the class will create a thousand chart to see what one thousand of something looks like. Using the board (or document camera), model how to fill out the numbers in the 100s chart by writing the numbers 1-100 on a blank chart.
- Once the students seem comfortable with this process, give small groups of students a blank 100s chart. Have one group fill out the numbers 101-200, another group 201-300, and so on until all numbers from 1-1,000 are represented.
- When each group is finished, tape the hundreds chart on a wall vertically to create a class thousand chart. Have a brief discussion of the chart. Pose questions such as:
 - How did you fill-in your section of the chart?
 - Did you notice any short-cuts for writing the numbers quickly?
 - How are the numbers on the chart organized?
 - How do the numbers change as you move horizontally, vertically, and from hundred to hundred?
 - What would a 2,000 chart look like?
- Have a student come up to the chart and point to a number. Tell them to add 10 and point to the new number. How did they move? Repeat this activity with other students, asking them to take any number and add 10, subtract 10, add 100, subtract 100, etc. Each time, the student and/or the class should note the movement on the thousand chart.

Explanation

- Write the number 1,274 on the board and explain the value of each digit. You may want to show the expanded form $1,000 + 200 + 70 + 4$. Pose the following questions:
 - What happens to the value of the whole number if we change the 2 to a 4? How much did we change the value of the number by changing that digit?
 - Repeat this line of questioning/explaining with a few more changes to the number, each time changing one digit at a time.
- Play the “Chair Game” to practice this skill.
 - Place four chairs at the front of the class. Give each child a piece of blank paper. Tell them to write any digit (0-9) on the paper. They should write the number large and dark so it takes up the whole paper and can be read from far away.
 - Select four students to sit in the chairs and hold up their digits. What number have they created?
 - Ask the class, who can add 100 to this number? If a student holds a digit that would change the overall value to 100 more, they should come to the front and take a seat. (For example, if the number shown is 3,489, a child with a 5 should replace the child in the hundred’s place seat).
 - Repeat this activity with more difficult questions (i.e. who can add 400 to the number? Who can subtract 50? Who can add 3,000?)
 - Play for about 5 minutes and then discuss how the value of a digit changes the value of the number.

Extension

- Students will complete the *Time to Change a Digit* worksheet. They may work in pairs or independently. An answer key is provided.

Differentiation

- Enrich
 - For students comfortable with this skill, provide the enrich version of the worksheet which allows them to go up to the ten-thousand place.
- Reteach
 - For students struggling with this skill, provide the reteach version of the worksheet and scaffold the activity by having the students use the thousand chart as a visual reference. They should point to the numbers they use throughout the activity.

Evaluation

- Provide each student with a copy of the evaluation, *Value of a Digit*. Allow for all students to finish. An answer key is provided.

Day 2

Engagement

- Tape a four-digit on the every student's back. Tell the class that they must find out what the number is by asking their classmates yes or no questions. They should ask questions such as:
 - Is my thousand's place higher than five?
 - Is my number odd?
 - Is there a seven in the ten's place?
- Provide each student with a *Guess the Number* recording chart so they are able to track their data and discover their mystery number. Encourage the class to talk to everyone during this game. Student should return to their seats once they have discovered their number.
- Allow students to check their number and have a brief discussion about strategy.

Exploration

- Play the game, *Right on the Money!* with the whole class. Distribute a copy of the game sheet to each student.
- Play game 1 together to model the rules of the game. Write 3,000 as the target number. Tell the class that the object of the game is to create a four-digit number as close to 3,000 as possible. Draw digit cards out of a bag. You will pick five cards. After each card is drawn, write the digit in any of the four places or in the reject slot. Once a digit is written, it cannot be changed. Once all five cards are drawn, see how close the number is to 3,000. The number closest to the target number is the winner.
- Play a few more rounds of the game, changing the target number. Discuss the strategy and play a few more rounds.

Explanation

- Explain how to compare numbers by looking at each place value one at a time. For example with the numbers 4,506 and 4,387, first look at the thousand's place. Since they both have a value of 4,000, move on to the hundred's place. Since 500 is more than 300, 4,506 is greater than 4,387. Point out that even though the ten's and one's place in the second number is larger, since the hundred's place has more value, the overall value of the first number is greater.
- Practice a few problems as a class. Write each problem on the board and have the students take turns inserting the symbols $<$, $>$ and $=$. Sample Problems:
 - $8,039 < 8,138$
 - $7,521 > 6,903$
 - $5,329 < 5,390$
 - $4,002 = 4,002$

Extension

- In pairs, students will play *Who has More?* Tell the students this is similar to *Right on the Money!* but with no reject digit and the greater number wins.

- During a turn, each player picks one digit card and writes it one place in their number. Take turns, and once a digit has been written it cannot be changed. Once both players have created a four-digit number, they should write the symbol $<$, $>$, or $=$ in the middle column. The player with the greater number earns a point. At the end of the game, the player with the most points win.
- Allow students to play for 10-15 minutes. Have each student work independently to answer the question, “What was your strategy during this game?” If time allows, let 2-3 students share their writing. (Note: this quick write can be used as an additional informal assessment of understanding)

Differentiation

- Enrich
 - Provide the enrichment worksheet for *Who has More* for students who need an additional challenge. This requires them to think about ways to manipulate their numbers to win individual rounds of the game.
- Reteach
 - Pull students struggling with this skill into a teacher-led small group. Have each student pick four digit cards and ask them to create the biggest number they can. Have the students explain their thinking.
 - Each student should write their number on their game board then help them compare their number with their partner’s number.
 - If students are still struggling with this concept, play the game with only three digits.

Evaluation

- Provide each student with a copy of the evaluation, *More or Less?* Allow for all students to finish. An answer key is provided.

Day 3

Engagement

- Play *Make 1,000* with the whole class. Distribute a game sheet to each student.
- Tell the students that the object of the game is to make a number as close to 1,000 as possible. You will pick a digit card and the students will write the digit in the first row of their chart as a ten or a hundred (i.e. a 4 could be written as 40 or 400). The ones column will always be 0. After each round, students should record their total. Example:

Hundreds	Tens	Ones	Total
	4	0	40
2	0	0	240
3	0	0	540
	6	0	600
	9	0	690
2	0	0	890
	2	0	910
	7	0	980

- Play a few rounds, pausing to discuss strategy between rounds and assisting students as necessary.

Exploration

- Quickly review yesterday's skill of comparing two four-digit numbers. Tell the students that today they will order three or more four-digit numbers from least to greatest. Let them know that they should use the same process to compare two numbers (compare one digit at a time, starting with the thousand's place and working your way to the right).
- Give each student a four-digit number card and ask them to stand and find a spot anywhere in the room. Tell the students to go stand next to one other person. Have the pairs compare their two numbers. Pairs will take turns announcing their comparison aloud to the class.
- Then, have each pair find another pair. They should look at their numbers and arrange themselves in order from least to greatest. Once the groups are ready, have each foursome recite their numbers in order.
- Repeat this activity by having two foursomes combine and arrange themselves from least to greatest, then have the whole class combine.
- Re-arrange the students into different sized groups and repeat this activity. If time allows, shuffle the cards and have students arrange themselves without talking.

Explanation

- Discuss how the students used place value to order the numbers in the exploration activity. Pose questions such as:
 - What strategies did you use to play this activity?
 - Was the game more difficult when there were more numbers to arrange? Why? How did you deal with those new challenges?
 - What would happen if we added three-digit or five-digit numbers to the group?
 - Did anyone find a mistake? What did you notice?

Extension

- Provide baggies to groups of students containing four-digit number cards and distribute the *Time to Order Up* worksheet. Individually or in pairs, students

- should pick four cards and order them from least to greatest. Return the cards and repeat (as written on the worksheet directions).
- Students should complete the remainder of the extension activity.

Differentiation

- Enrich
 - For students comfortable with this skill, provide the enrichment version of the worksheet which contains five-digit numbers and more open-ended questions.
- Reteach
 - Provide the reteach version of the extension for students struggling with this skill. This version requires students to order fewer numbers at a time. Pull students into teach-lead small groups as necessary.

Evaluation

- Provide each student with a copy of the evaluation, *Ordering Numbers*. Allow for all students to finish. An answer key is provided.

Summative Assessment:

- Provide each student with a copy of the summative assessment, *I am a Thousandaire!* Allow for all students to finish. An answer key is provided.

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Ten Dollar Template





Hundred Dollar Template

Who Wants to be a Thousandaire?

Record Sheet



Use this sheet to help keep track of the amount of money you have earned each day in math class. Remember, your goal is to become a 'Thousandaire' so you want to earn \$1,000 by the end of this mini-unit.

Day 1

Amount of money earned

Total

_____ \$ _____

Day 2

Amount of money earned

Total

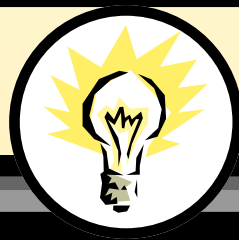
_____ \$ _____

Day 3

Amount of money earned

Total

_____ \$ _____



I am a Thousandaire!

THIS CERTIFICATE IS PRESENTED

FOR LEARNING YOUR
THOUSANDS PLACE

_____ Date _____

1

2

3

4

5

6

7

8

9

0

1,364	2,004
3,624	4,827
1,127	2,853
3,145	4,963
1,045	2,521
3,983	4,046
1,263	2,479

3,564	4,571
1,787	2,855
3,049	6,045
7,986	8,042
9,104	6,974
7,001	8,513
9,658	6,328

7,049	8,465
6,611	7,532
8,790	9,995
9,995	7,532
6,759	4,519

Name _____



**Pre-assessment- Who Wants to be a
Thousandaire!**

For the following questions choose the correct answer.

1. What is the value of the **9** in the following number?

5,937

- Ⓐ 9
 - Ⓑ 9,000
 - Ⓒ 90
 - Ⓓ 900
2. You reach into a bag and pull out the number 6,000. The next number pulled out of the bag is 3,000 more than the last number you pulled. What is the new number you pulled out?

- Ⓐ 9,000
 - Ⓑ 3,000
 - Ⓒ 6,000
 - Ⓓ 6,000
3. Which symbol ($<$ $>$ or $=$) should be used to complete this comparison?

7,013 _____ 2,135

- Ⓐ $<$
- Ⓑ $>$
- Ⓒ $=$
- Ⓓ none of the above

4. James went to the toy store with his mom and purchased four puzzles. Below are the four puzzles and the number of pieces in each puzzle.

Puzzle	Leftover pieces
Puzzle 1	5,000
Puzzle 2	2,000
Puzzle 3	8,000
Puzzle 4	1,000

Which of the following has the leftover puzzle pieces listed least to greatest?

- Ⓐ 5,000; 8,000; 2,000; 1,000
- Ⓑ 1,000; 2,000; 5,000; 8,000
- Ⓒ 1,000; 2,000; 8,000; 5,000
- Ⓓ 8,000; 5,000; 2,000; 1,000
5. Lydia picked four cards out of a bag. Each card had one digit on the card. These are the four cards Lydia chose:

6, 3, 8, 1

- What is the largest number Lydia can make using these four digits? _____
- What is the smallest number Lydia can make using these four digits? _____

Name _____



Pre-assessment- Who Wants to be a
Thousandaire!

(Teacher copy)

For the following questions choose the correct answer.

1. What is the value of the **9** in the following number?

5,937

Ⓐ 9

Ⓑ 9,000

Ⓒ 90

Ⓓ 900

2. You reach into a bag and pull out the number 6,000. The next number pulled out of the bag is 3,000 more than the last number you pulled. What is the new number you pulled out?

Ⓐ 9,000

Ⓑ 3,000

Ⓒ 6,000

Ⓓ 6,000

3. Which symbol (< > or =) should be used to complete this comparison?

7,013 _____ 2,135

Ⓐ <

Ⓑ >

Ⓒ =

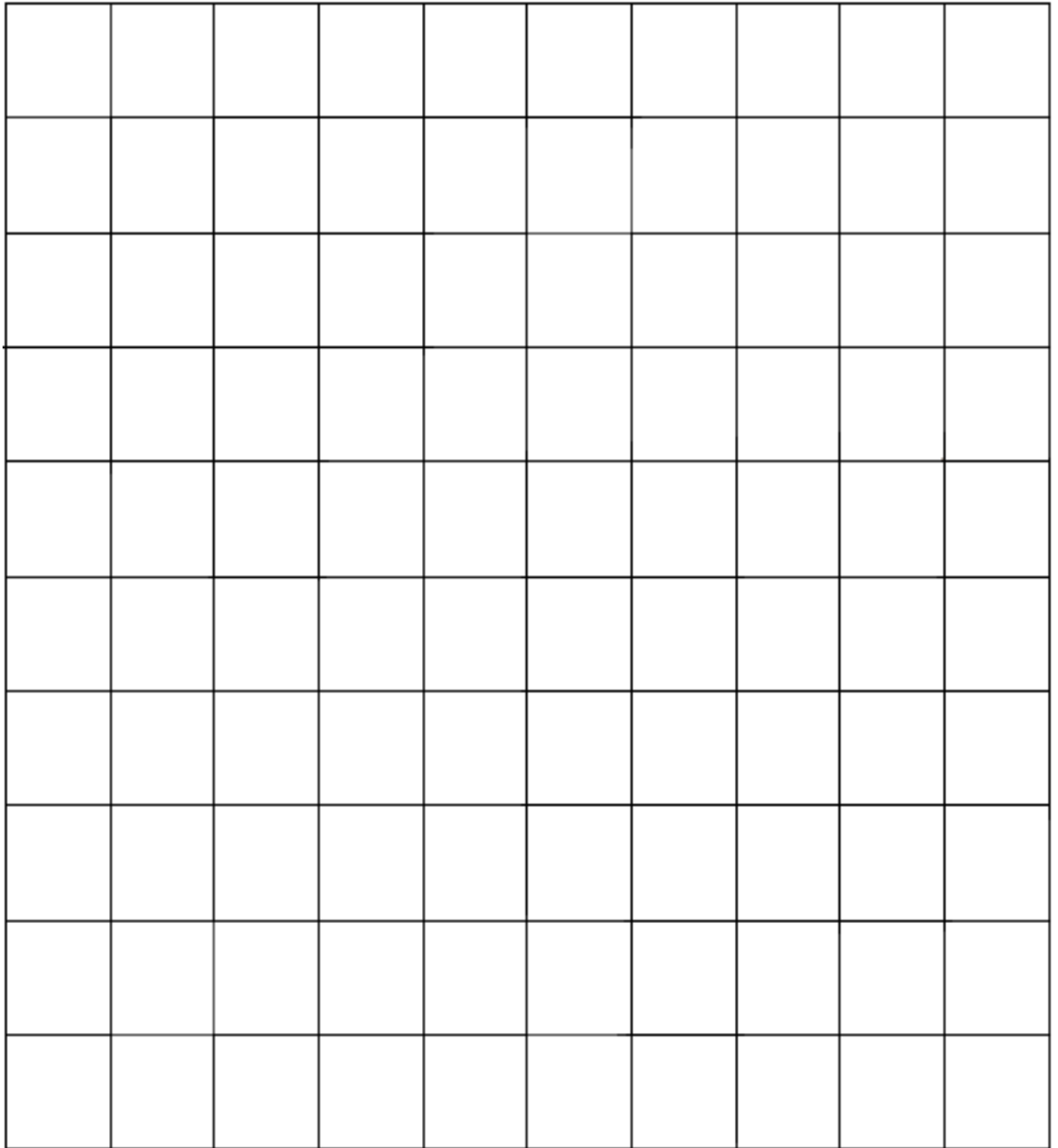
Ⓓ none of the above

4. James went to the toy store with his mom and purchased four puzzles. Below are the four puzzles and the number of pieces in each puzzle.

Puzzle	Leftover pieces
Puzzle 1	5,000
Puzzle 2	2,000
Puzzle 3	8,000
Puzzle 4	1,000

Which of the following has the leftover puzzle pieces listed least to greatest?

- Ⓐ 5,000; 8,000; 2,000; 1,000
- Ⓑ 1,000; 2,000; 5,000; 8,000
- Ⓒ 1,000; 2,000; 8,000; 5,000
- Ⓓ 8,000; 5,000; 2,000; 1,000
5. Lydia picked four cards out of a bag. Each card had one digit on the card. These are the four cards Lydia chose:
- 6, 3, 8, 1**
- What is the largest number Lydia can make using these four digits? **8,631**
 - What is the smallest number Lydia can make using these four digits? **1,368**



Name _____

Time to Change a Digit

Day 1 Extension (student copy)

Directions: For each of the numbers below, you are asked to change the digit in one of the place values. Once you have changed this digit, explain how the value of the number has changed. An example has been provided for you.

Example:

6,195 - Change the digit in the **tens place** to form a new number.

New number 6,155

How is your new number's value different from the original number?

My new number has forty less than the original number because I changed the 9 to a 5. 5 is four less than 9 and because we changed the tens place value, the value changed forty.

Problems:

A. 5,128 - Change the digit in the **tens place** to form a new number.

New number _____

How is your new number's value different from the original number?

B. 9,582 - Change the digit in the **hundreds place** to form a new number.

New number _____

How is your new number's value different from the original number?

C. 7,106 - Change the digit in the **thousands place** to form a new number.

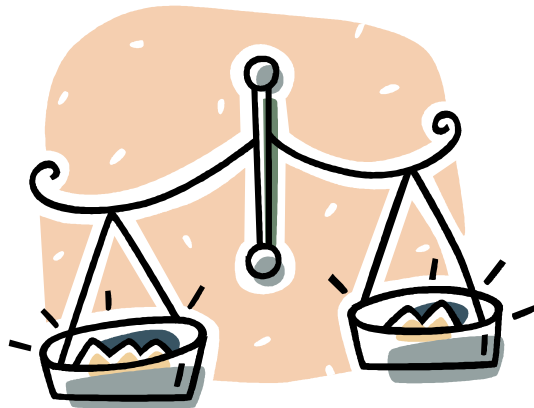
New number _____

How is your new number's value different from the original number?

D. 2,994- Change the digit in the **thousands place** to form a new number.

New number _____

How is your new number's value different from the original number?



Name _____

Time to Change a Digit

Day 1 Extension (teacher copy)

Directions: For each of the numbers below, you are asked to change the digit in one of the place values. Once you have changed this digit, explain how the value of the number has changed. An example has been provided for you.

Example:

6,195 -Change the digit in the **tens place** to form a new number.

New number 6,155

How is your new number's value different from the original number?

My new number has forty less than the original number because I changed the 9 to a 5. 5 is four less than 9 and because we changed the tens place value, the value changed forty.

Problems: **Student responses will vary, but these are sample responses.**

A. 5,128 - Change the digit in the **tens place** to form a new number.

New number 5,178

How is your new number's value different from the original number?

I changed the 2 to a 7. This changes the value of the original number to fifty more. 7 is five more than 2 and because we changed the tens place that equates to fifty more.

B. 9,582 - Change the digit in the **hundreds place** to form a new number.

New number 9,382

How is your new number's value different from the original number?

I changed the 5 to a 3. This changes the value of the original number to two hundred less. 3 is two less than 5 and because we changed the hundreds place that equates to two hundred less.

C. 7,106 - Change the digit in the **thousands place** to form a new number.

New number **9,106**

How is your new number's value different from the original number?

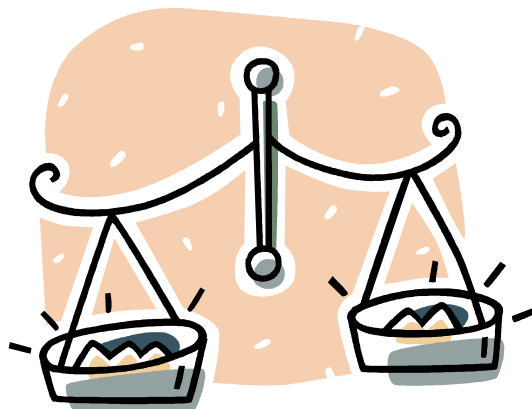
I changed the 7 to a 9. This changes the value of the original number to two thousand more. 9 is two more than 7 and because we changed the thousands place that equates to two thousand more.

D. 2,994- Change the digit in the **thousands place** to form a new number.

New number **1,994**

How is your new number's value different from the original number?

I changed the 2 to a 1. This changes the value of the original number to one thousand less. 1 is one less than 2 and because we changed the thousands place that equates to one thousand less.



Name _____

Time to Change a Digit

Day 1 Extension (enrichment)

Directions: It's time to challenge yourself! We have briefly discussed the ten thousand place, so now it is time to change the value of a number by changing the digit in the ten thousand or thousand place. Explain how that changes the value of your number.

- A. 19,582 - Change the digit in the **ten thousands place** to form a new number.

New number _____

How is your new number's value different from the original number?

- B. 59,734 - Change the digit in the **thousands place** to form a new number.

New number _____

How is your new number's value different from the original number?

- C. 95,053 - Change the digit in the **ten thousands place** to form a new number.

New number _____

How is your new number's value different from the original number?

Name _____

Time to Change a Digit

Day 1 Extension (**enrichment teacher copy**)

Directions: It's time to challenge yourself! We have briefly discussed the ten thousand place, so now it is time to change the value of a number by changing the digit in the ten thousand or thousand place. Explain how that changes the value of your number.

Student responses will vary. Here are sample responses.

- A. 19,582 - Change the digit in the **ten thousands place** to form a new number.

New number 89,582

How is your new number's value different from the original number?

I changed the 1 to an 8. This changed the value by seventy thousand because there is a difference of seven between 1 and 8. I changed the value in the ten thousands place, so that changes the value to seventy thousand more.

- B. 59,734 - Change the digit in the **thousands place** to form a new number.

New number 55,734

How is your new number's value different from the original number?

I changed the 9 to a 5. This changed the value by four thousand because there is a difference of four between 5 and 9. I changed the value in the thousands place, so that changes the value to four thousand less.

- C. 95,053 - Change the digit in the **ten thousands place** to form a new number.

New number 35,053

How is your new number's value different from the original number?

I changed the 9 to a 3. This changed the value by sixty thousand because there is a difference of six between 9 and 3. I changed the value in the ten thousands place, so that changes the value to sixty thousand less.

Name _____

Time to Change a Digit

Day 1 Extension (reteach)

Directions: Let's review place value up to the hundreds. Change the value of a number by changing the digit in the ones, tens or hundreds place. Explain how that changes the value of your number.

A. 582 - Change the digit in the **tens place** to form a new number.

New number _____

How is your new number's value different from the original number?

B. 734 - Change the digit in the **hundreds place** to form a new number.

New number _____

How is your new number's value different from the original number?

C. 853 - Change the digit in the **ones place** to form a new number.

New number _____

How is your new number's value different from the original number?

Name _____

Time to Change a Digit

Day 1 Extension (**reteach teacher copy**)

This should be done with teacher supervision and using the 100's charts that were created earlier in the lesson. Answers will vary; below you will find sample responses.

Directions: Let's review place value up to the hundreds.

Change the value of a number by changing the digit in the ones, tens or hundreds place. Explain how that changes the value of your number.

A. 582 - Change the digit in the **tens place** to form a new number.

New number 542

How is your new number's value different from the original number?

My new number is forty less than the original number because I changed the 8 to a 4. There is a difference of four between those two digits. Because there is a difference in the tens place, the four is worth forty.

B. 734 - Change the digit in the **hundreds place** to form a new number.

New number 934

How is your new number's value different from the original number?

My new number is two hundred more than the original number because I changed the 7 to a 9 in the hundreds place. There is a difference of two between 7 and 9. Because this difference is in the hundreds place, the two is worth two hundred.

C. 853 - Change the digit in the **ones place** to form a new number.

New number 858

How is your new number's value different from the original number?

My new number is five more than the original number because I changed the digit in the ones place. 8 is five more than 3, so there is a difference of 5 between these two digits.

Name _____

Value of a Digit

Day 1 Evaluation

1. What is the value of the 8 in the following number? 8,059

- Ⓐ 80
- Ⓑ 8,000
- Ⓒ 800
- Ⓓ 8

2. Here's my number: 3,514. If I add 200, what's my new number?

- Ⓐ 5,514
- Ⓑ 3,714
- Ⓒ 3,534
- Ⓓ 3,314

3. Change one digit in the following number and explain how the value of that digit changed. 4,368
New number formed by changing one digit

How has the value of this number changed?

Name _____

Value of a Digit

Day 1 Evaluation (teacher copy)

1. What is the value of the 8 in the following number? 8,059

Ⓐ 80

Ⓑ 8,000

Ⓒ 800

Ⓓ 8

2. Here's my number: 3,514. If I add 200, what's my new number?

Ⓐ 5,514

Ⓑ 3,314

Ⓒ 3,534

Ⓓ 3,714

3. Change one digit in the following number and explain how the value of that digit changed. 4,368

Answers will vary from students. Here is a sample response.

New number formed by changing one digit 7,368

How has the value of this number changed?

My new number has a value three thousand more than the original number because I changed the 4 in the thousands place to a 7. There is a difference of three between 4 and 7. Since I changed the number in the thousands place that changes the value to three thousand more.

Guess my Number



Directions: You have a digit taped to your back! Use this sheet to help gather data to figure out your number. You can only ask 'yes' and 'no' questions. Cross out numbers as you receive responses from your peers about the number on your back. For example, you can ask 'Is there a four in the hundreds place?' If your peer responds with a 'no' you will cross off the four next to the word hundreds. If your peer responds 'yes' you can write the four in your hundreds place for the final number.

- I will help you start this data sheet by telling you the number has 4-digits.

Ones place possibilities 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Tens place possibilities 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Hundreds place possibilities 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Thousands place possibilities 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Final number _____ , _____ _____



Right on the Money!



<p>Game 1</p> <p>Target Number : _____</p> <p>____ / ____</p> <p>Reject: _____</p>	<p>Game 2</p> <p>Target Number : _____</p> <p>____ / ____</p> <p>Reject: _____</p>
<p>Game 3</p> <p>Target Number : _____</p> <p>____ / ____</p> <p>Reject: _____</p>	<p>Game 4</p> <p>Target Number : _____</p> <p>____ / ____</p> <p>Reject: _____</p>
<p>Game 5</p> <p>Target Number : _____</p> <p>____ / ____</p> <p>Reject: _____</p>	<p>Game 6</p> <p>Target Number : _____</p> <p>____ / ____</p> <p>Reject: _____</p>



Who has More?

Directions: Take turns selecting digit cards. After picking a card, write the digit in one place inside your number. Once a number has been written, it cannot be changed. When both players have created a four-digit number, compare the two numbers using the symbols $<$, $>$, and $=$. The player with the greater number earns one point. The player with the most points at the end of the game wins!

[illegible]

Enrichment for 'Who has More Game'

Player A- Choose one game from above that you lost and explain how you could have rearranged your digits to win the game.

Player B- Choose one game from above that you lost and explain how you could have rearranged your digits to win the game.

Name _____

More or Less?

Evaluation Day 2

1. Compare the following two numbers using the symbols $<$ $>$ or $=$.

A. 3,569 3,690

B. 9,094 9,111

C. 6,251 6,215

D. 4,418 1,418

2. BCR

You are given the following comparison, but one of the digits is missing from the number being compared. What digit could go into the blank in order to make the comparison true?

2,693 $<$ 2,__95

Step A _____

Step B

Explain why your answer is correct. Use what you know about comparing numbers and place value in your explanation. Use words and/or numbers in your explanation.

Name _____

More or Less?

Evaluation Day 2 (teacher copy)

3. Compare the following two numbers using the symbols $<$ $>$ or $=$.

E. 3,569 3,690 $<$

F. 9,094 9,111 $<$

G. 6,251 6,215 $>$

H. 4,418 1,418 $>$

4. BCR

You are given the following comparison, but one of the digits is missing from the number being compared. What digit could go into the blank in order to make the comparison true?

2,693 $<$ 2,__95

Step A Student responses will vary, but digit choices need to be greater than 6.

Step B

Explain why your answer is correct. Use what you know about comparing numbers and place value in your explanation. Use words and/or numbers in your explanation.

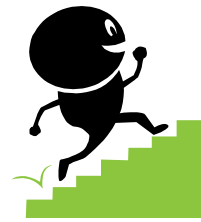
I compared each place value one at a time. Since the thousands place value is the same, I then went to the hundreds place. This is where the hundreds place was missing from the second number. I had to compare the 6 in the hundreds place from the first number to a number greater in order for the comparison to be true. I chose 8 because 8 is greater than 6.

Make 1,000

[illegible][illegible][illegible][illegible]

Name _____

Time to Order Up



Directions: Choose four numbers from the baggie and order these numbers from least to greatest. Choose new numbers after you have ordered each set.

1. _____; _____; _____; _____

2. _____; _____; _____; _____

3. _____; _____; _____; _____

4. _____; _____; _____; _____

Pick three cards this time and make your own number that could go into the highlighted blank.

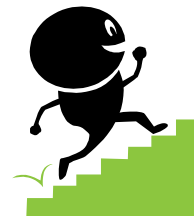
1. _____; _____; _____;

2. ; _____; _____; _____

3. _____; _____; ; _____

4. _____; ; _____; _____

Name _____



Time to Order Up

Enrichment

Directions: Choose five numbers from the baggie and order these numbers from **greatest to least**. Choose new numbers after you have ordered each set.

1. _____; _____; _____; _____; _____

2. _____; _____; _____; _____; _____

3. _____; _____; _____; _____; _____

4. _____; _____; _____; _____; _____

;

Pick two cards this time and make your own number that could go into the highlighted blanks.

1. _____; ; _____; ; _____

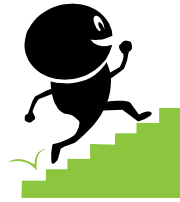
2. ; _____; ; _____; _____

3. _____; ; ; _____; _____

4. ; ; _____; _____; _____

Name _____

Time to Order Up



Reteach

Directions: Choose three numbers from the baggie and order these numbers from **least to greatest**. Choose new numbers after you have ordered each set.

1. _____; _____; _____

2. _____; _____; _____

3. _____; _____; _____

4. _____; _____; _____

Pick three cards this time and make your own number that could go into the highlighted blanks.

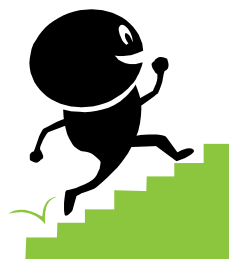
1. _____; _____; _____;

2. ; _____; _____; _____

3. _____; _____; _____;

4. ; _____; _____; _____

Name _____



Time to Order Up

(Teacher copy)

Directions: Choose four numbers from the baggie and order these numbers from least to greatest. Choose new numbers after you have ordered each set.

Student responses will vary. Sample responses are provided below.

1. 1,586; 4,123; 4,328; 7,100

2. 4,123; 5,190; 7,140; 7,804

3. 1,586; 7,140; 8,013; 8,912

4. 3,231; 5,132; 6,897; 4,315

Pick three cards this time and make your own number that could go into the highlighted blank.

1. 1,231; 4,120; 5,132; 5,243

2. 1,231; 5,132; 6,189; 6,657

3. 5,132; 6,174; 6,600; 6,657

4. 2,435; 6,321; 7,529; 7,985

Name _____

Day 3 Evaluation



Ordering Numbers

1. List the following numbers from least to greatest.

- 5,043
- 4,013
- 4,893
- 2,126

_____ ; _____ ; _____ ; _____

- 1,003
- 1,300
- 1,823
- 1,512

_____ ; _____ ; _____ ; _____

2. Fill in the following blanks with numbers that could go into each blank to make the list of numbers go from least to greatest.

3,627; _____; 4,103; _____; 4,127; _____; _____; 6,389

Explain why those numbers fit appropriately into the list of numbers.

3. There were four football games played last Sunday at 1:00pm. The attendance for each game is listed below.

Football Game	Attendance
Ravens vs. Patriots	4,103
Redskins vs. Giants	5,412
Bears vs. Cowboys	4,013
Vikings vs. Jets	4,892

List the attendances in order from least to greatest.

_____; _____; _____; _____

Explain how you came up with you answer. Use the place value vocabulary in your response.

Name _____



Day 3 Evaluation (Teacher copy)

Ordering Numbers

1. List the following numbers from least to greatest.

- 5,043
- 4,013
- 4,893
- 2,126

2,126; 4,013; 4,983; 5,043

- 1,003
- 1,300
- 1,823
- 1,512

1,003; 1,300; 1,512; 1,823

2. Fill in the following blanks with numbers that could go into each blank to make the list of numbers go from least to greatest.

Answers will vary. Below are sample responses.

3,627; 6,818; 4,103; 4,115; 4,127; 4,221; 5,904; 6,389

Explain why those numbers fit appropriately into the list of numbers.

Student responses should indicate their use of place value and comparing to the previous or next number in the sequence.

3. There were four football games played last Sunday at 1:00 pm. The attendance for each game is listed below.

Football Game	Attendance
Ravens vs. Patriots	4,103
Redskins vs. Giants	5,412
Bears vs. Cowboys	4,013
Vikings vs. Jets	4,892

List the attendances in order from least to greatest.

4,013; 4,103; 4,892; 5,412

Explain how you determined your answer. Use the place value vocabulary in your response.

Student responses should indicate their use of place value to put the numbers in correct sequence. They should mention how they start in the greatest place value to begin the comparison.

Name _____



Final Evaluation- I am a Thousandaire!

For the following questions choose the correct answer.

1. What is the value of the **7** in the following number?

5,270

- Ⓐ 700
 - Ⓑ 7,000
 - Ⓒ 7
 - Ⓓ 70
2. You reach into a bag and pull out the number 6,021. The next number pulled out of the bag is 3,000 more than the last number you pulled. What is the new number you pulled out?

- Ⓐ 9,021
- Ⓑ 3,021
- Ⓒ 6,321
- Ⓓ 6,051

3. Which symbol ($<$ $>$ or $=$) should be used to complete this comparison?

9,013 ____ 9,135

- Ⓐ $<$
- Ⓑ $>$
- Ⓒ $=$
- Ⓓ none of the above

4. Sally counted the leftover pieces from each of her puzzles. Originally each puzzle had 5,000 pieces, but each puzzle has lots of lost pieces over the past two years. Below is a list of the puzzles and the number of pieces left in each of the boxes. What is the correct order of leftover pieces from least to greatest?

Puzzle	Leftover pieces
Puzzle 1	4,013
Puzzle 2	4,130
Puzzle 3	3,140
Puzzle 4	3,041

Which of the following has the leftover puzzle pieces listed least to greatest?

- Ⓐ 3,041; 4,013; 4,130; 3,140
- Ⓑ 4,130; 4,013; 3,041; 3,140
- Ⓒ 4,013; 4,130; 3,041; 3,140
- Ⓓ 3,041; 3,140; 4,013; 4,130

5. Samuel reached into a bag of digits. He pulled out the following cards:

4, 8, 0, 4

What is the largest possible number, Samuel can make with these four cards?

Step A

Step B

Explain why your answer is correct. Use what you know about place value in your explanation.

Use words and/or numbers in your explanation.

Name _____



Final Evaluation- I am a Thousandaire!

(Teacher copy)

For the following questions choose the correct answer.

1. What is the value of the **7** in the following number?

5,270

Ⓐ 700

Ⓑ 7,000

Ⓒ 7

Ⓓ 70

2. You reach into a bag and pull out the number 6,021. The next number pulled out of the bag is 3,000 more than the last number you pulled. What is the new number you pulled out?

Ⓐ 9,021

Ⓑ 3,021

Ⓒ 6,321

Ⓓ 6,051

3. Which symbol ($<$ $>$ or $=$) should be used to complete this comparison?

9,013 _____ 9,135

Ⓐ $<$

Ⓑ $>$

Ⓒ $=$

Ⓓ none of the above

4. Sally counted the leftover pieces from each of her puzzles. Originally each puzzle had 5,000 pieces, but each puzzle has lots pieces over the past two years. Below is a list of the puzzles and the number of pieces left in each of the boxes. What is the correct order of leftover pieces from least to greatest?

Puzzle	Leftover pieces
Puzzle 1	4,013
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Puzzle 3	3,140
Puzzle 4	3,041

Which of the following has the leftover puzzle pieces listed least to greatest?

- Ⓐ 3,041; 4,013; 4,130; 3,140
- Ⓑ 4,130; 4,013; 3,041; 3,140
- Ⓒ 4,013; 4,130; 3,041; 3,140
- Ⓓ 3,041; 3,140; 4,013; 4,130

(Teacher copy)

Samuel reached into a bag of digits. He pulled out the following cards:

4, 8, 0, 4

What is the largest possible number, Samuel can make with these four cards?

Step A

8,440

Step B

Explain why your answer is correct. Use what you know about place value in your explanation.

Use words and/or numbers in your explanation.

Student answers will vary, but should include the following:

- Thousands place holds more value than ones, tens and hundreds
 - Eight is the digit with the most value out of all four digit cards
 - Zero has the least value, so that goes in the smallest place value (ones)
 - Fours are left, so they can each take a position in the tens and hundreds place
-
-
-
-
-